



TOEFL Listening Practice Questions

PS. If you like this PDF, check out our comprehensive [TOEFL video lessons and 330+ practice questions here](#).

Directions: First, you will listen to part of a lecture from a university classroom. Don't read the questions before listening! Be sure to take notes while you listen. Get a pen and paper, and when you're ready, click the link below.

[Five-minute lecture](#)



Questions (AFTER LISTENING)

Now, answer these questions about the lecture.

1. What is the main topic of the lecture?

- (A) The technical definition of EMDR
- (B) Differences between different types of therapy
- (C) Various non-traditional treatments for trauma
- (D) The value and usefulness of EMDR treatment

2. According to the professor, what does “processing” mean?

- (A) Explaining the complicated way that EMDR works
- (B) Mentally revisiting a traumatic event
- (C) Understanding an experience via a healthy state of mind
- (D) Talking about a painful experience through EMDR

3. What is the speaker’s attitude toward EMDR?

- (A) She believes it is a unique form of therapy with a proven track record and promising future.
- (B) She thinks it will require time before EMDR’s benefits can be fully understood by psychologists.
- (C) She is unsure of whether or not the results achieved by the method are long-term.
- (D) She believes it will one day be considered the preferred form of treatment for most victims of trauma.

4. The professor describes various features of EMDR compared to other forms of therapy. For each of the following, indicate whether it is a feature of EMDR or of another form of therapy.

For each item, check the appropriate box.

	EMDR	Other Therapy
Focuses more on the mental state of patients than on bodily responses		
May be slow in cases of multiple levels of trauma		
Involves moving the eyes back and forth while looking at a beam of light		

5. [Click this link to listen again to part of the lecture. Then answer the question.](#)



What does the professor mean when she says this?

- (A) Traumatic experiences feel like they take a long time to reach completion.
- (B) Traumatic experiences can haunt the memory and never leave a person's mind.
- (C) Traumatic experiences sometimes occur in repetitious patterns in people's lives.
- (D) Traumatic experiences can seem more debilitating than they really are.

6. [Click this link to listen again to part of the lecture. Why does the professor say this?](#)



- (A) To caution against hurrying through treatment to obtain fast results
- (B) To clarify why EMDR is a time-limited treatment approach
- (C) To suggest that other forms of therapy are slower and less effective
- (D) To warn her students against using EMDR with patients whom they do not know well

Next, listen to a conversation between a professor and a student. Don't read the questions before listening! Be sure to take notes while you listen. Get a pen and paper, and when you're ready, click the link below.

[Four-minute conversation](#)



Questions (AFTER LISTENING)

Now, answer the questions about the conversation.

1. Why does the student visit the professor?

- (A) To discuss how to make a potentially dry topic more engaging
- (B) To inform her about recent changes in his and his family's lives
- (C) To fill in a gap in the student's knowledge of English history
- (D) To complain about the difficulty of an assignment given by another professor

2. What can be inferred about William III, Stephen of Blois, and Richard II?

- (A) They did not rule England for long enough periods of time to have notable impacts.
- (B) They make uninteresting topics for lectures because there is little recorded information on them.
- (C) They are generally disliked by historians and therefore rarely discussed.
- (D) Many students are less familiar with them than with Henry VIII.

3. Which of the following does the student believe is true of King Henry VIII?

- (A) He is well known primarily for his colorful personality.
- (B) The details of his life are often exaggerated in stories.
- (C) He was a cruel man for executing several of his wives.
- (D) His legacy continues to shape the politics of contemporary Europe.

4. What does the student suggest he should do before giving the lecture?

- (A) Discuss his lesson plan with another professor
- (B) Give a practice lecture to polish his storytelling skills
- (C) Research more dramatic details of Henry VIII's life
- (D) Listen to a peer explain the history of Henry VIII for ideas

5. [Click this link to listen again to part of the conversation. Then answer the question.](#)



What does the professor mean when she says this?

- (A) She believes Professor Williams is overly harsh with his students and assistants.
- (B) She does not think the student's concern is warranted in his situation.
- (C) She wants the student to feel comfortable asking for her guidance.
- (D) She is willing to help the student teach his lesson so it will be less stressful.

Answer Key and Explanations

If you'd like additional listening help and practice, check out the [Listening Section](#) on our blog. In particular, here's how you can [improve your listening skills](#).

Lecture Answer Key

1. D
2. C
3. A
4. B and C
5. B
6. A

Lecture Answer Explanations

You can listen to the audio again [here](#), and below you'll find the script.

Female Professor

As you all know, psychological trauma has lasting and very damaging effects on a person. People who have survived abuse or neglect from a very young age, soldiers coming back from a war, and other kinds of people too are all at risk for...for the disabling symptoms of post-traumatic stress disorder, or PTSD, for years and years. Some types of therapy can provide... err, some relief and some symptom resolution. These therapies can be long term or short term. They can teach people many useful skills. They can focus on past, present and future, and be very helpful.

However, Eye Movement Desensitization and Reprocessing, or EMDR, has the promise to do something unique. It can help on a SOMATIC level, which means that it helps the BODY feel different, and not just the mind, like other therapies. EMDR allows the BODY to feel safe again and to learn that a new life is possible. It is a set of standardized protocols that incorporates elements from many different treatment approaches... and it has helped millions of people of all ages find RELIEF from many types of psychological stress. It involves learning new ways to process traumatic memories, and... uh... a somewhat unconventional approach, in which patients follow a beam of light back and forth with their eyes as they work with their therapists. The big goal of EMDR therapy is to understand completely the experiences that are causing problems, and to include new ones that are needed for full health. To PROCESS these experiences does not mean just to describe them and talk about them. Instead, it means setting up a state of mind that will allow these experiences to be

understood in a healthy way. In other words, the big, strong emotional reaction will become much smaller over time. The person will feel better and not have as much difficulty doing day to day activities. The inappropriate emotions, beliefs, and body sensations will be removed. Negative emotions, feelings and behaviors are generally caused by unresolved earlier experiences that are pushing you in the wrong directions. The goal of EMDR therapy is to leave the patient with the emotions, understanding, and perspectives that will lead to healthy and useful behaviors and interactions.

No one knows exactly how any form of psychotherapy works in the brain. However, we do know that when a person is very upset, their brain cannot PROCESS information normally and clearly. The traumatic experience can become frozen in time and continue to repeat endlessly. Remembering a trauma may feel as bad as experiencing it again and again. The images, sounds, smells, and feelings often do not change, but remain very present. Such memories have a lasting negative effect that interferes with the way a person sees the world and the way they relate to other people.

EMDR seems to have a direct effect on the way that the brain PROCESSES information. Normal information processing is resumed, so following a successful EMDR session, a person no longer experiences the images, sounds, and feelings when the event is brought to mind. The patient will still remember what happened, but in a much less upsetting way. Researchers think that this has to do with the way the person's eyes move when he is thinking of a bad memory. In EMDR, the patient sits in a chair and is taught to think about a memory that is very painful. Then, with the guidance of the therapist, the patient thinks about this memory while following a light moving from side to side with his eyes. This causes his eyes to move from one side of his head to the other. The movement of the eyes stimulates the brain in a way that helps the person feel better.

Although EMDR may produce results more quickly than previous forms of therapy, speed is not the issue, and it is important to remember that every client has different needs. For instance, one client may take weeks to feel safe enough with the therapist to be able to do the work that is required by the treatment. Another reason why EMDR may not be very fast in the eyes of many psychologists...why it sometimes has that reputation... is that some patients have layers of long-term trauma, so that when one issue is resolved, another one comes up. Sometimes, the next issue may even more important. Also, treatment is not complete until EMDR therapy has focused on the past memories that are contributing to the problem, the present situations that are disturbing to the patient, and what skills the client may need for the future. All three elements need to be addressed – past, present and future. The good news is that this treatment works and people really do get better... a lot better.

1. D

Question: What is the main topic of the lecture?

- (A) The technical definition of EMDR
- (B) Differences between different types of therapy
- (C) Various non-traditional treatments for trauma
- (D) The value and usefulness of EMDR treatment

Explanation: Every listening sample begins the same way: with a [main idea question](#).

Although the professor never says clearly that the lecture will be about EMDR, it is discussed for almost the full five minutes. Only in the very beginning does she talk about therapy in general. Because she returns to EMDR so many times, we should definitely look for that in our answer choices as the main topic. But be careful: it might say “a specific type of therapy” or “an unconventional treatment method” or some other phrase that describes EMDR instead of actually including the name of this treatment.

(A) is tempting, but the professor only defined EMDR at the beginning of the lecture. After defining it, she talked about who uses it, how it works, and its results. That’s much more than just a “technical definition.” The professor cares about the real-world use of EMDR very much.

(B) is incorrect. No other types of therapy are explained in the lecture. The only time EMDR is compared to other therapies is in this sentence: “Although EMDR may produce results more quickly than previous forms of therapy...” The main topic should be much clearer.

(C) is wrong mainly because of the word “various.” The professor talks about one specific type of therapy, EMDR. She does not talk about many other types.

(D) is the best answer. The professor explains the problem that EMDR helps people with and how the therapy works. Throughout the whole lecture, she supports EMDR as a useful, helpful therapy.

2. C

Question: According to the professor, what does “processing” mean?

- (A) Explaining the complicated way that EMDR works
- (B) Mentally revisiting a traumatic event
- (C) Understanding an experience via a healthy state of mind
- (D) Talking about a painful experience through EMDR

Explanation: The professor mentions “processing” a few times between 1:35 and 3:45 in the lecture. First, she explains what it is. Then, she explains why people with trauma can’t process an experience. And finally, she explains how EMDR helps those people to process information normally again. From about 1:35 to 2:00 answers this question:

“To PROCESS these experiences does not mean just to describe them and talk about them. Instead, it means setting up a state of mind that will allow these experiences to be understood in a healthy way. In other words, the big, strong emotional reaction will become much smaller over time. The person will feel better and not have as much difficulty doing day to day activities. “

(A) is incorrect. The professor explains EMDR and how it works, whereas the people who get EMDR therapy are the people who “process” information. Those people don’t explain the therapy.

(B) is wrong. Revisiting a traumatic event might be a part of processing, but it is not all of it. In fact, according to the professor, people who can’t process an event will repeat it “endlessly.” That’s a lot of revisiting, but no processing.

(C) is the correct answer. It is extremely similar to this sentence in the lecture: “[Processing] means setting up a state of mind that will allow these experiences to be understood in a healthy way.”

(D) is wrong because it is too specific. Processing experiences is something everybody does, not just EMDR patients. Processing is the goal of EMDR, but they are not the same thing.

3. A

Question: What is the speaker's attitude toward EMDR?

(A) She believes it is a unique form of therapy with a proven track record and promising future.

(B) She thinks it will require time before EMDR's benefits can be fully understood by psychologists.

(C) She is unsure of whether or not the results achieved by the method are long-term.

Explanation: The key to answering this question correctly is keeping in mind the lecture as a whole. Notice that there is no specific detail referenced in the question: the whole lecture was about EMDR, and this question is about the professor's general attitude.

Throughout the lecture, the professor talks about what EMDR is, who it helps, and how it helps them. The final lines of the lecture are our best clue to her attitude: "The good news is that this treatment works and people really do get better... a lot better." She definitely believes that EMDR is a good, helpful treatment.

(A) is correct. This is a very positive statement. The professor has said that EMDR produces results, especially in her final sentence. She also stated earlier that EMDR was not like other therapies and that it promises to help patients in ways that other therapies do not.

(B) is wrong because she believes the benefits are here now—we do not have to wait to find out what the benefits are. Although she did say that "No one knows exactly how any form of psychotherapy works in the brain," that is not the focus of the lecture and she does not continue talking about researching the unknowns.

(C) is incorrect because the professor never says this. She does say that “therapies can be long term or short term,” she does not mention whether EMDR specifically has short- or long-term effects.

(D) is too strong, so it is incorrect. The professor thinks that EMDR is very helpful, but she does not say that it will be better than all other forms of therapy. She also does not say EMDR is helpful for “most victims.” It might be useful for only some people.

You can learn more about attitude questions [here](#).

4. B and C

Question: The professor describes various features of EMDR compared to other forms of therapy. For each of the following, indicate whether it is a feature of EMDR or of another form of therapy.

For each item, check the appropriate box.

	EMDR	Other Therapy
Focuses more on the mental state of patients than on bodily responses		
May be slow in cases of multiple levels of trauma		
Involves moving the eyes back and forth while looking at a beam of light		

Explanation: **(Focuses more on the mental state of patients than bodily responses)**

This is about other therapy because of this line: “[EMDR] helps the BODY feel different, and not just the mind, like other therapies.”

(May be slow in cases of multiple levels of trauma)

This is about EMDR in the lecture. It could also be true of other therapies, but the professor does not mention that. She only says that “EMDR may not be very fast”

because “some patients have layers of long-term trauma, so that when one issue is resolved, another one comes up.”

(Involves moving the eyes back and forth while looking at a beam of light)

This describes how EMDR works, not other therapies. The professor says this: “In EMDR, the patient sits in a chair and is taught to think about a memory that is very painful. Then, with the guidance of the therapist, the patient thinks about this memory while following a light moving from side to side with his eyes.”

If you thought this question was tough, here are some more tips about [‘categorizing’ questions](#).

5. B

Question: [Listen again to part of the lecture. Then answer the question.](#)

- (A) Traumatic experiences feel like they take a long time to reach completion.
- (B) Traumatic experiences can haunt the memory and never leave a person’s mind.**
- (C) Traumatic experiences sometimes occur in repetitious patterns in people’s lives.
- (D) Traumatic experiences can seem more debilitating than they really are.

Explanation: Like many [function questions](#), this one requires you to understand a metaphor. Of course, memories can’t really be “frozen.” So what does the professor mean by “frozen in time?”

Well, the professor basically defines that idea directly afterward by saying “continue to repeat endlessly.” The next sentence also mentions repeating an experience “again and again.” So “frozen in time” is probably related. It probably means that something happens again and again. And if we think about the metaphor, that makes a little bit of sense: When water freezes into ice, it stops moving. It becomes hard and doesn’t change

shape. For these people who experienced trauma, time doesn't change—their mind stops moving, and their thoughts stay stuck on that one experience.

(A) is very tricky, because it sounds very similar to “frozen in time.” But it is wrong because (A) says the experience takes a long time. In reality, it's the memory of the experience that doesn't stop. A traumatic experience might feel very short, but it is repeated “endlessly,” so a person is “frozen” (or stuck) in that very short experience.

(B) is correct. A person with a traumatic experience might continue thinking and imagining the trauma. That is repeating “endlessly”—never leaving the person's mind. The word “haunt” here means that the memory is unwanted, but it doesn't leave.

(C) is also very close, but it is incorrect. The memories of the trauma repeat. The actual events do not repeat.

(D) is incorrect. A “debilitating” experience makes normal life difficult. Experiencing a traumatic experience “again and again” would be debilitating. (D) says that these experiences aren't actually debilitating, which is not true: they are..

6. A

Question: [Why does the professor say this?](#)

(A) To caution against hurrying through treatment to obtain fast results

(B) To clarify why EMDR is a time-limited treatment approach

(C) To suggest that other forms of therapy are slower and less effective

(D) To warn her students against using EMDR with patients whom they do not know well

Explanation: There are three things said in this sentence:

- EMDR is sometimes faster than other therapy

- Speed of therapy is not important
- Different people need different things

Note the word “although.” The professor is contrasting speed with knowing the needs of the EMDR patient (the “client”). She thinks that knowing the needs of the patient is more important than speed. Also note the words “it is important to remember.” This shows us that she is giving advice to her students—telling them how to think.

(A) is the right answer. The professor thinks that EMDR therapists should think about the needs of their client, not about the speed of the therapy.

(B) is incorrect because EMDR is not “time-limited.” In fact, the professor said that EMDR can sometimes take a long time, and that “one client may take weeks to feel safe enough with the therapist.” She believes that therapists should be careful and think about the clients’ needs, not move fast in a limited time.

(C) is tempting but wrong. The focus is on the wrong part of the sentence. We don’t care about the other therapies—we care about EMDR. This is tempting, though, because the professor does say that EMDR “may produce results more quickly” (i.e. it is possible). However, she does not say that other therapies are “less effective.”

(D) is close but incorrect because it is too strong. The professor wants people to think about their clients’ needs. That does not mean new patients, who the therapists “don’t know well,” should not get EMDR treatment. Instead, it only means that their “different needs” are important.

Conversation Answer Key

1. A
2. D
3. A
4. B
5. C

Conversation Answer Explanations

You can listen to the conversation again [here](#), and here is the script:

Listen to a conversation between a professor and a student.

Female Professor: Oh, Jason! Long time, no see. How've you been?

Male Student: I guess it has been a while...amazing how time flies. I've been well...you know, graduation is coming up pretty quickly, but I've been enjoying my senior year.

Female Professor: And how's your older sister...uh...Amy?

Male Student: Amy? She's good. She just got an internship at the Library of Congress...

Female Professor: (Approving sound)

Male Student: (Continued) ...but I don't see her much nowadays... Anyway, I'm kinda coming to you for some specific ADVICE, if you have a moment.

Female Professor: Well, my schedule's wide open. What's on your mind?

Male Student: Okay, so I'm helping out Professor Williams in his Intro to English History class, right?

Female Professor: Mm-hm. I heard that.

Male Student: He's letting me take over the class one day—to teach it. And that's exciting, but I've never designed a lesson before, and I'm...I'm kind of EMBARRASSED to go talk to Professor Williams about what I'm planning. He can be a little...intimidating.

Female Professor: Ahh... Don't sweat it. I remember how nerve-wracking it can be when you first get up to teach. So what's the lesson?

Male Student: Oh, uh, the lesson is gonna be on King HENRY VIII. Just like, an introduction, an overview of his life and influence, y'know?

Female Professor: Got it.

Male Student: So far, I outlined all of the ways he impacted England, both in the Renaissance and today. It's just...well, it seems BORING. Here—you can take a look at my lesson plan, if you want.

Female Professor: That'd help. Hmmm. (Flipping pages). Well, I do think you've accounted for all of the major elements of his legacy, but, um...even glancing at the plan, I don't see any real FOCUS. It looks more like a LIST.

Male Student: A list? I guess so...

Female Professor: How can I put this... Alright, let me just ask you this: What do you think the most important part of Henry VII's legacy is? I mean, what do you think of his overall STATURE as a ruler?

Male Student: What do you mean?

Female Professor: I mean...well...um...consider his place in history outside of England for a moment. Would you agree that, along with the current Queen Elizabeth II and his own daughter, Elizabeth I, that he's one of the most famous English rulers ever?

Male Student: Sure. We don't learn nearly as much about, um...kings like William III or Stephen of Blois, or Richard II, even in really in-depth history courses.

Female Professor: Exactly. Why do you think that is?

Male Student: A number of reasons...he was married six times, he had two of his wives beheaded, he was famously fat by the end of his life, and he went from being a staunch Catholic to... well, defying the Pope and founding his own church. Henry VIII was...um...kind of LARGER THAN LIFE.

Female Professor: Exactly! You can paint a really engaging picture with that character. You can deliver the dry facts during the story, but you might want to keep the class's ATTENTION with a bit of a flourish—with focus on those over-the-top details. Does that make sense?

Male Student: I think so, yeah. That's a great point. Maybe I should try out the lecture with somebody willing before I have to actually give it...like, REHEARSE, so I can tell the story better.

Female Professor: I think that's a great idea.

1. A

Question: Why does the student visit the professor?

- (A) To discuss how to make a potentially dry topic more engaging
- (B) To inform her about recent changes in his and his family's lives
- (C) To fill in a gap in the student's knowledge of English history
- (D) To complain about the difficulty of an assignment given by another professor

Explanation: Questions like this one, about the [purpose of conversation](#), are usually answered by the first few lines of the conversation. But this specific recording is a special case. First, the student and professor talk about something that's not why the student went to see the professor. But after a bit of small talk, the student says this:

“Anyway, I'm kinda coming to you for some specific ADVICE, if you have a moment.”

That's a great hint that you'll soon hear the answer to the first question—and remember that the first question is always about the purpose or main topic of a conversation!

But still, the student gives limited detail at first, because he has to give background information. We find out that the student is helping another professor in class, and he is going to teach a lesson to other students in that class. So our answer could be that the student wants help designing a lesson plan (that's true!), but there is no matching answer choice. Instead, even later in the conversation, the student says what specifically he wants help with:

“It’s just...well, it seems BORING. Here—you can take a look at my lesson plan, if you want.”

And then the rest of the conversation is related to that problem: how to make the lesson more interesting. (A) is the correct answer, because “dry” can mean “uninteresting.”

(B) is tempting, but the student does not choose to talk about his family. He only answers the professor’s question, then moves on to talk about why he’s actually visiting.

(C) is incorrect because of the words “fill in a gap.” The student knows the history, but is having trouble deciding how to teach it. He does not need to learn more information.

(D) uses the word “complain,” which doesn’t match. The student wants help—he doesn’t simply want to complain.

2. D

Question: What can be inferred about William III, Stephen of Blois, and Richard II?

(A) They did not rule England for long enough periods of time to have notable impacts.

(B) They make uninteresting topics for lectures because there is little recorded information on them.

(C) They are generally disliked by historians and therefore rarely discussed.

(D) Many students are less familiar with them than with Henry VIII.

Explanation: This is an [inference question](#) and it’s about a very short time in the conversation, so it’s a hard question! The student only mentions these three names once. You don’t really need to know them, though—you only need to remember when and why the student talked about other kings. If you don’t remember that these names are in fact other kings, then the answer choices can help: all the answer choices show that these are historical names that can be compared with Henry VIII.

The answer to the question is in this line from the student:

“We don’t learn nearly as much about, um...kings like William III or Stephen of Blois, or Richard II, even in really in-depth history courses.”

Remember that inference questions are not very different from detail questions! This inference is very small: because students learn little about those kings, they are less familiar with them. (D) is the correct answer.

(A) is tempting, because we know those Kings don’t make large impacts on students, but we don’t know what their histories were, and we definitely did not hear any information about how long they ruled for. So (A) is wrong, not in the conversation.

(B) is very, very close to correct, but it is wrong for two reasons. First, it’s a bit too strong, using the word “uninteresting.” Students might not know those kings well, but that doesn’t mean the stories are boring. Second, we don’t know how information there is in books about these kings. Although professors talk about them less in classes, it is possible that plenty information was recorded.

(C) is far too strong! Maybe students aren’t very familiar with those three kings, but dislike is a strong word that’s unsupported by the conversation.

3. A

Question: Which of the following does the student believe is true of King Henry VIII?

(A) He is well known primarily for his colorful personality.

(B) The details of his life are often exaggerated in stories.

(C) He was a cruel man for executing several of his wives.

(D) His legacy continues to shape the politics of contemporary Europe.

Explanation: The student says many things about Henry VIII, so we might not make a good prediction about the answer to this one before looking at the answer choices. That means we have to use process of elimination, looking at all four possibilities.

(A) matches the conversation well, and it is correct. The word “colorful” is basically synonymous with “interesting” when used to describe a personality. The student thinks

that Henry VIII was “larger than life,” meaning that he is more like a character from a story than like a real person—he was interesting!

(B) is wrong because of the word “exaggerated.” The student says that the details are very interesting, but he doesn’t state that the details were wrong. “Exaggerated” means they’re not really factually true. But the details about Henry VIII’s life are facts, albeit very unique, interesting facts.

(C) may be true, but the student never says it. He only says that Henry VIII killed his wives. The student doesn’t say anything about “cruel.”

(D) is very tempting, because the student does say that Henry VIII impacted the world both in his own time and “today.” But this answer choice is about politics and Europe. Maybe Henry VIII only influenced other aspects or England in specific, and European politics are not impacted. Because the student never talks about modern politics, we can’t infer this answer.

4. B

What does the student suggest he should do before giving the lecture?

- (A) Discuss his lesson plan with another professor
- (B) Give a practice lecture to polish his storytelling skills.
- (C) Research more dramatic details of Henry VIII’s life
- (D) Listen to a peer explain the history of Henry VIII for ideas

Explanation: This question asks about what the student might do after the conversation is finished. Information about that is usually near the end of a conversation, after the problem or question is at least partly resolved, and the student has heard some opinions/advice/instructions from the professor. When you hear a student or professor say what the student should do later, take note!

In this case the answer is in just a short sentence at the end of the conversation:

“Maybe I should try out the lecture with somebody willing before I have to actually give it...like, REHEARSE, so I can tell the story better.”

(B) matches that statement very closely, and it is the correct answer. “Polish” means “improve” in this context.

(A) is not mentioned in the conversation, so it is wrong. It’s logical to assume the student might talk about his lecture with Professor Williams (the professor of his history class whom the student is helping), but we it is never mentioned in the conversation.

(C) makes some sense, but more research is never mentioned, so this is incorrect. The student already knows the information he needs. He is only worried about how to present the information.

(D) is also not mentioned in the conversation. It is actually the opposite of what the student will do. He won’t listen to a peer; he will teach that student in a rehearsal lecture.

5. C

Question: *Listen again to part of the conversation. Then answer the question.*

What does the professor mean when she says this?

- (A) She believes Professor Williams is overly harsh with his students and assistants.
- (B) She does not think the student’s concern is warranted in his situation.
- (C) She wants the student to feel comfortable asking for her guidance.
- (D) She is willing to help the student teach his lesson so it will be less stressful.

Explanation: This question asks about a very interesting idiom. “Don’t sweat it” really just means “don’t worry.” So we need a bit more context to get a correct answer. The professor says the student shouldn’t worry about what?

Well, the student is concerned about his lesson plan for a class that he will teach. And the woman professor also says that she remembers “how nerve-wracking it can be when you first get up to teach.” If you don’t know the word “nerve-wracking,” you can figure

out the meaning by context (teaching for the first time must be hard!) and root words (“nerve” is related to “nervous”).

So the student is worried about teaching for the first time, and the woman professor tells him “Don’t worry. I have been in the same situation.” She wants to comfort him! (C) is the correct answer.

(A) is a strong opinion. But this woman professor never gives an opinion on the other professor (Williams), so (A) is incorrect.

(B) sounds close, but it’s actually the opposite of the truth. The professor remembers that beginning to teach is “nerve-wracking.” (B), on the other hand, says that teaching should not make the student nervous. There is a difference between comforting and dismissing a concern. (B) is dismissive and unsympathetic, so it is wrong.

(D) is close, but it is wrong because of the word “teach.” This professor will help the student, but only with preparing his lesson plan! She is not going to teach with him.